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ABSTRACT

The development and implementation of a humanistic educational management system in a large urban school district has been associated with demonstrable changes in organizational climate. The management system is humanistic in that teachers and principals select their educational priorities based on student needs and mutually agree with supervisors regarding expected student learning. It is systematic in that measurable objectives are identified and feedback is regularly collected regarding program progress and results. Application of the system in the San Bernardino, California, school district's 56 schools in 1970-71 has coincided with statistically significant changes in each dimension of organizational climate measured by Likert's (1967) "Profile of Organizational Characteristics." These changes in organizational climate remained intact during the 1971-72 operational year. (Author)

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CHANGES IN ORGANIZATIONAL CLIMATE ASSOCIATED WITH DEVELOPMENT AND IMPLEMENTATION OF AN EDUCATIONAL MANAGEMENT SYSTEM

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Introduction

Large urban school districts can be humanistic. A deliberate effort to foster decentralized decision making and sharing of responsibility for program results has been associated with changes in communication patterns and leadership styles in the San Bernardino City Unified School District.

The new Superintendent, appointed by the Board in July, 1970, recognized that student needs vary from time-to-time and place-to-place, and that schools must rapidly adjust to these changing needs. He initiated development of an Educational Management System designed to help staff members systematically examine student needs and establish programs to meet these needs. The Educational Management System was designed to give staff members maximum flexibility in planning and implementing instructional programs. The programs were to focus on intended results and provide for reporting of actual results. The intent was to give staff members the freedom and the tools to be responsible for student learning.

Development of a Humanistic System

The developmental strategy was based on the notion that initial institutional change and subsequent adaptability depends upon widespread involvement in the change process. It was recognized that in order to make the entire system more responsive to student needs, there would have to be broad staff commitment to using the Educational Management System. The Educational Management System would have to pay personal dividends to staff members in addition to demonstrating better results for students.

It was determined that all staff members should participate in initial testing and revision of the proposed Educational Management System. Accordingly, a proposed stepwise process for planning, implementing, and evaluating instructional programs was prepared and distributed to the sixteen hundred teachers and fifty-eight principals in the District. It was titled, "Seven Tentative Steps Toward a Humanistic System."

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The Superintendent stated his expectations that all staff members were to try out the proposed system and make suggestions for revisions based on practical experiences. Principals were to forward their EMS statements to the Superintendent's Office by November 1, 1970. Teachers were to share their EMS statements with their principals.

Principals and teachers had access to inservice training in EMS provided by Central Office personnel. These inservice sessions were used to develop classroom and school applications of EMS and served to identify strengths and weaknesses of the proposed system.

Following receipt of principals' EMS statements, the Superintendent met individually with each of the fifty-eight principals to discuss school priorities as perceived by the staff. These perceptions provided the background for identifying the school characteristics which improved and facilitated educational programs. The program constraints, identified in individual conferences, provided a framework within which the Superintendent and principals were able to mutually agree upon reasonable objectives.

The individual conferences between the Superintendent and principals were regarded as critical for developing the trust and mutual confidence necessary for risking change in instructional and administrative practices. These conferences were structured as an opportunity for the Superintendent to discover how he could help principals achieve their objectives. A mutual commitment to these objectives supported the change process.

Principals were encouraged to schedule similar conferences with teachers to discuss classroom priorities. These conferences were welcomed by teachers as an opportunity to more effectively control their own classroom and influence the organization as a whole. The San Bernardino Teachers Association (1971) commented in their January 1971 Newsletter that:

> "An accountability system has within it the potential for destroying paternalism within the school system. The crucial question is the teacher's ability and desire to make accountability flow upward and not downward. The problem is less one of teachers being held accountable and more one of administrators being held accountable. They should answer for books, materials, supplies, building designs, bus schedules and all the other components which give the teacher the time and flexibility he needs to do the best possible job imaginable. Let's stop being defensive. We are not here to serve administrators; they are here to serve us. Accountability used in this way should rightly destroy paternalism; only time will tell if administrators and teachers are capable of this kind of change."

An Overview of the Seven Tentative Steps

The proposed Educational Management System is considered humanistic in that staff members select their own priorities and mutually agree with supervisors regarding specific expectations. The EMS is systematic in that measurable objectives are identified and feedback is collected regarding program progress and results. The emphasis is on mutual commitment to program results.

The Seven Tentative Steps are:

I. Defining a Mission

This involves identifying one's essential contribution to the organization. It includes answering the question, "If I weren't here, what wouldn't happen?"

II. Establishing Areas of Performance

This includes describing the categories of activities for which one feels responsible. Statements identifying areas of performance should include the broad spectrum of activities that one feels responsible for, including both those which one enjoys and does not enjoy.

III. Identifying Key Results

This involves focusing on student needs and determining what skills, knowledges, or appreciations one would most like to see students be able to demonstrate by the end of the year. This involves prioritizing student needs and zeroing in on the single area where one would most like to make an impact.

It is recognized that one is responsible for other areas and that one hopes to make an impact on other areas; however, a single area is chosen for particular attention during the present year. This involves planning, implementing, and evaluating a program in the area of student needs one regards as having the highest priority in the present year.

IV. Determining Performance Indicators

This involves selecting some sources of evidence one would be willing to accept as demonstrating the intended student accomplishments. These might be tasks the students would be able to perform, structured observations of student behavior, sociometric devices, teacher-constructed tests, or other paper and pencil instruments.

V. Stating of Objectives

An objective should identify as precisely as possible the intended student accomplishment and the means for assessing that accomplishment.

An objective should identify who is going to be able to do what, when that person will be able to do it, and how it will be assessed.

VI. Preparing a Work Plan

A work plan should identify the general organization of staff members, the responsibility of each individual staff member, the required materials, the expected milestones of progress, and the manner of reporting results.

Work plans can be used to monitor program progress. Unexpected circumstances leading to departures from planned activities can be documented. Also, periodic testing of student learning provides interim information regarding program progress. This information can be used to revise programs that are not meeting expectations. Periodic feedback regarding program progress alerts teachers and principals to the need for change while there is still time to make changes.

VII. Program Review

It is essential that teachers and principals (or principals and the Superintendent) reach mutual agreement regarding reasonable objectives, appropriate instructional programs, and acceptable evidence of success. If both parties are committed to accomplishing results, both will feel accountable for the program. It is important that both teachers and the principal feel equally responsible for program results.

A principal who feels responsible for student learning results should often be asking teachers, "How can I help you?"

It is intended that conferences should be held to determine objectives and work plans, and to periodically examine program progress, and finally, program results.

The Appendix includes examples of EMS statements prepared by teachers and principals.

In the 1970-71 school year, all principals and approximately fifty percent of the teaching staff used EMS in planning, implementing, and evaluating educational programs. In the second year of operation (1971-72 school year), there was a similar level of participation with considerable refinement of program plans and evaluation techniques.

It was apparent that the system offered staff members the freedom to be responsible. It was predicated on the belief that teachers know best what kids need and how to meet their needs. Administrators were encouraged to adopt a service orientation, helping teachers reach their objectives. Teachers and administrators jointly agreed upon objectives, resource requirements, and instructional strategies. There was a sharing of accountability for results.

The Impact of the Educational Management System

The development and implementation of a humanistic Educational Management System was associated with demonstrable changes in organizational climate. There was evidence of widespread change in management styles from reliance on control to concern with fostering individual initiative and self-direction.

The organization has demonstrated observable changes from what Douglas McGregor (1960) has called "Theory X" style of management toward "Theory Y" style of management. Theory X is based on the notion that people are passive and resistant to organizational needs and must be persuaded, rewarded, punished, and controlled. Management's task involves directing and controlling subordinates. Theory Y is based on the notion that people have a need for self-actualization and a desire to assume greater responsibility. The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives.

The evidence of change from Theory X to Theory Y style of management comes from principals' responses to Rensis Likert's (1967) "Profile of Organizational Characteristics." This survey instrument asks respondents to rate eight dimensions of organizational climate on a twenty-point scale ranging from what might be called "X-like" characteristics to "Y-like" characteristics. The instrument measures leadership processes, organizational forces, communication processes, interaction-influence processes, decision-making processes, goal setting processes, control processes, and performance goals.

All principals (N = 58) anonymously responded to the survey in February, 1971, approximately six months after the appointment of the Superintendent, and again, one year later in February, 1972. The initial administration asked the principals to compare their present perception of the organization (February, 1971) with their perception of the organization in the previous year (1969-70). Respondents were asked to place an "N" (N = Now) on each scale which represented their present perception and a "P" (P = Previous) at the point on the scale which represented their previous perception of the organization. In February, 1972, principals were asked to reassess organizational climate with the same instrument.

The data were analyzed by comparing principals' perception of the organization before and after development and implementation of the Educational Management System. Graphs have been prepared to illustrate the manner in which principals perceived each characteristic of organizational climate in the 1969-70 school year (before EMS), the 1970-71 school year (after introduction of EMS), and the 1971-72 school year (after one and one-half years experience with EMS). Also, principals' annual ratings of organizational climate were assessed with a chi-square statistical analysis.

PROFILES OF ORGANIZATIONAL CLIMATE IN SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

TABLES I - IV

The graphs illustrate annual changes in principals' perception of organizational climate in San Bernardino City Unified School District. The data were obtained from fifty-eight principals' responses to Likert's (1967) "Profile of Organizational Characteristics." The entries reflect frequency of choosing each point on a twenty-point scale ranging from centrally-directed management at the "X" end of the scale to the self-directed management at the "Y" end of the scale.

TABLE I

ORGANIZATIONAL CHARACTERISTIC:

LEADERSHIP PROCESSES USED

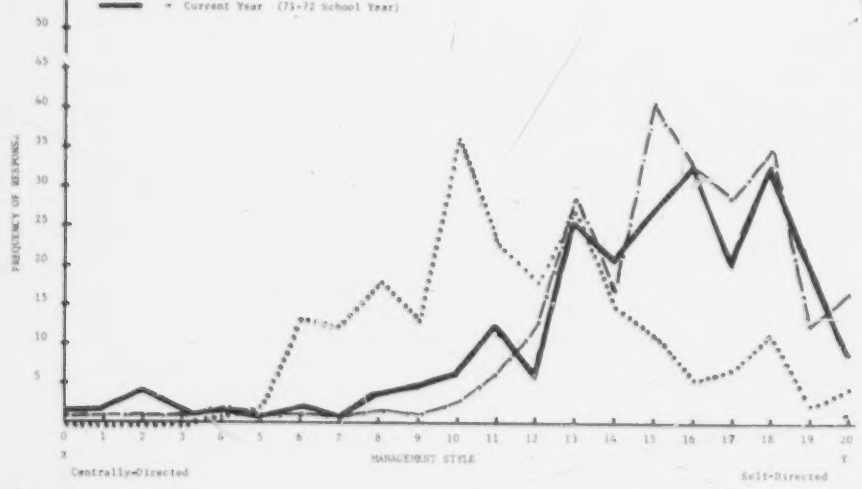


TABLE II

ORGANIZATIONAL CHARACTERISTIC:

CHARACTER OF MOTIVATIONAL FORCES

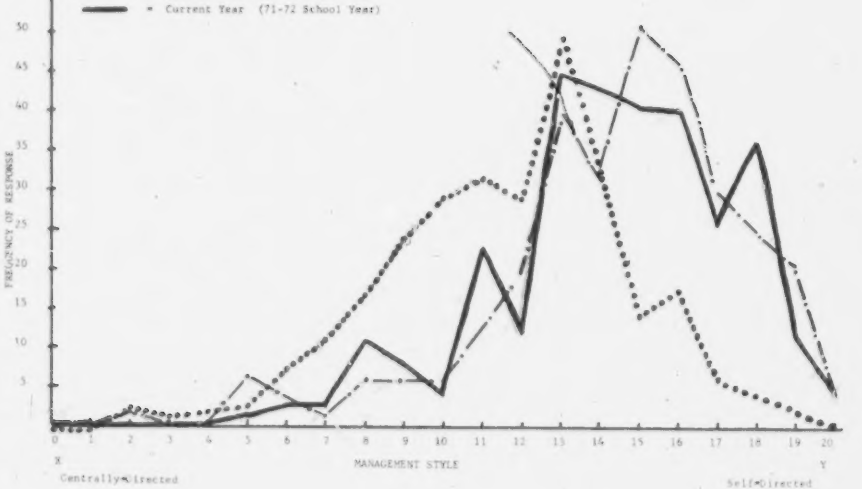


TABLE III

ORGANIZATIONAL CHARACTERISTIC:

CHARACTER OF COMMUNICATION PROCESS

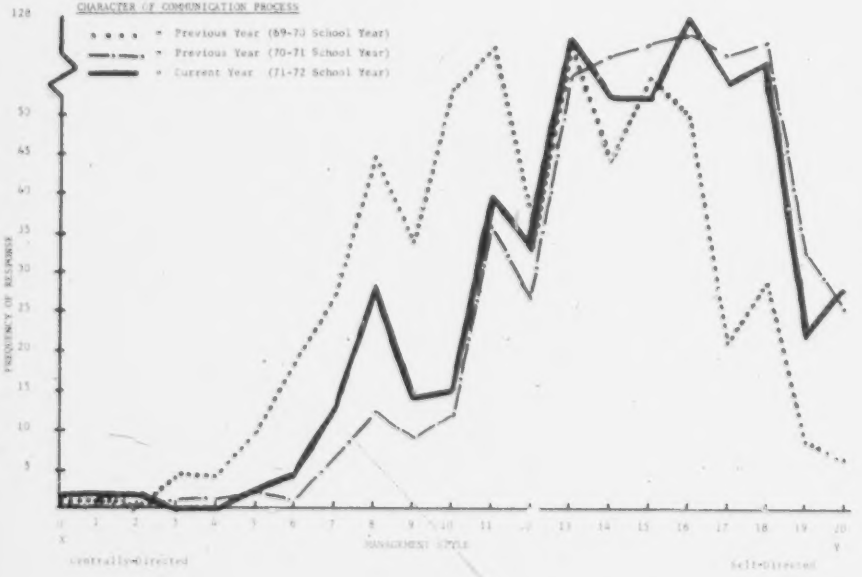
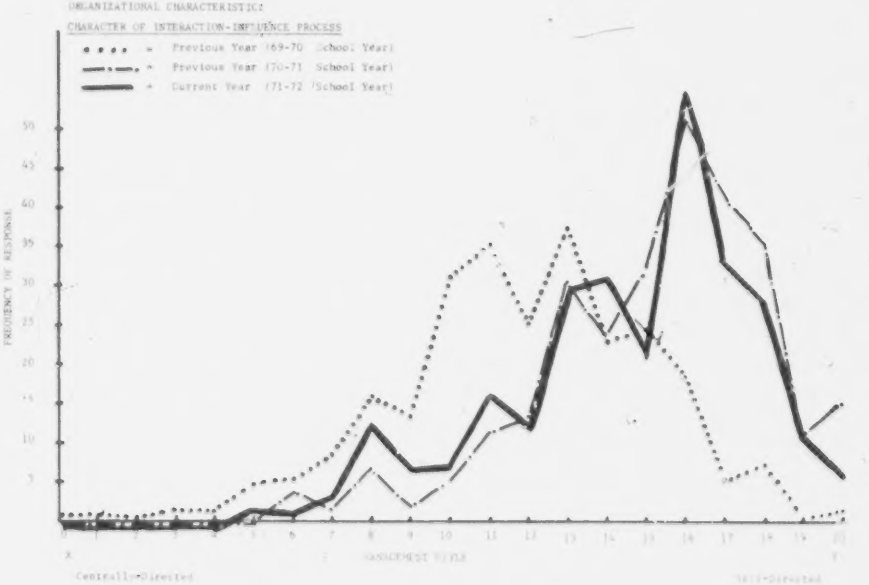


TABLE IV

ORGANIZATIONAL CHARACTERISTIC:

CHARACTER OF INTERACTION-INFLUENCE PROCESS



PROFILES OF ORGANIZATIONAL CLIMATE IN SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

TABLES V - VIII

The graphs illustrate annual changes in principals' perception of organizational climate in San Bernardino City Unified School District. The data were obtained from fifty-eight principals' responses to Likert's (1967) "Profile of Organizational Characteristics." The entries reflect frequency of choosing each point on a twenty-point scale ranging from centrally-directed management at the "X" end of the scale to the self-directed management at the "Y" end of the scale.

TABLE V

ORGANIZATIONAL CHARACTERISTIC:

CHARACTER OF DECISION-MAKING PROCESS

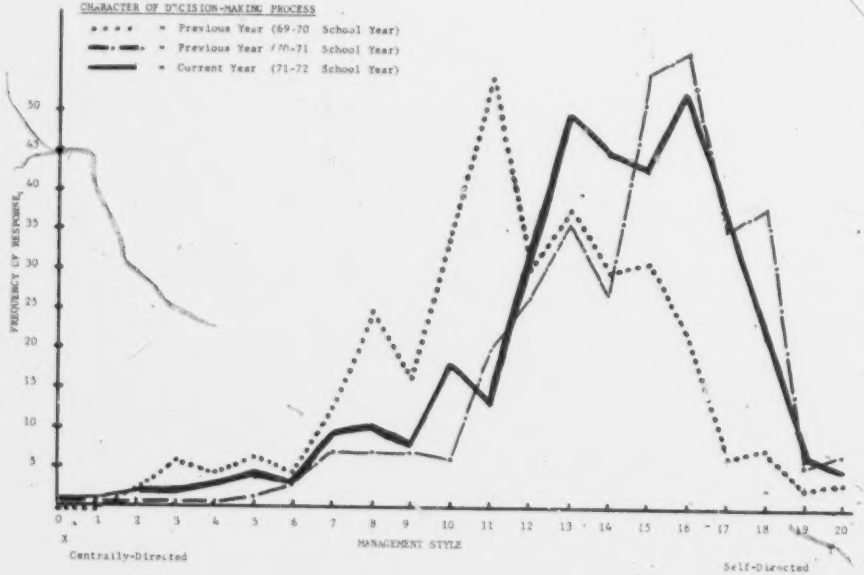


TABLE VI

ORGANIZATIONAL CHARACTERISTIC:

CHARACTER OF GOAL SETTING OR ORDERING

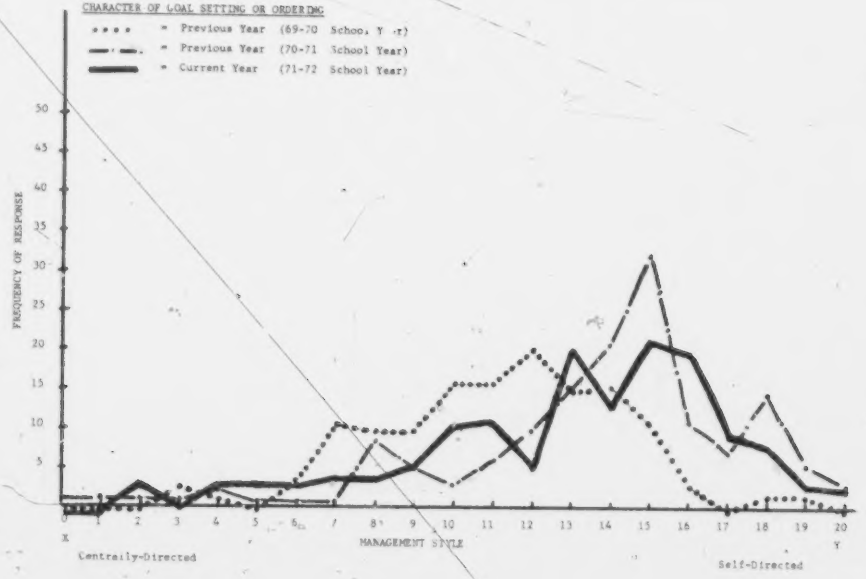


TABLE VII

ORGANIZATIONAL CHARACTERISTIC:

CHARACTER OF CONTROL PROCESSES

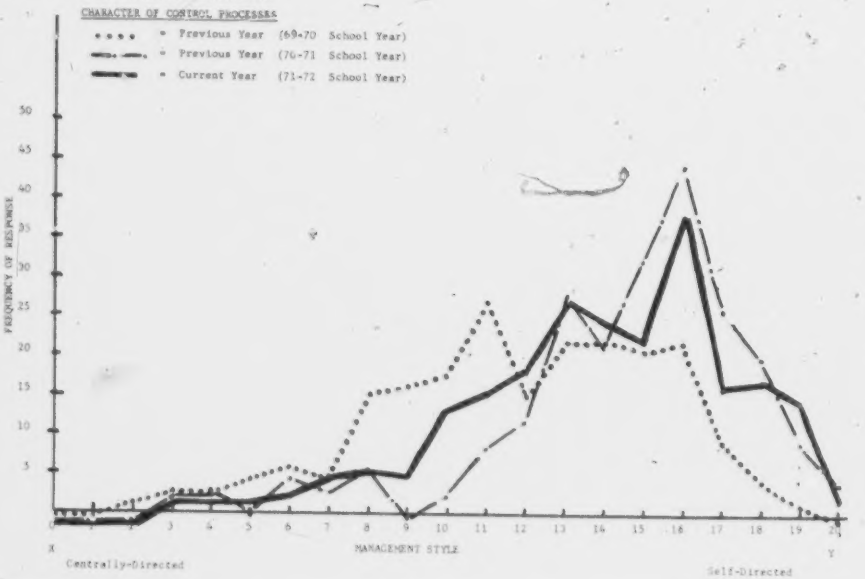
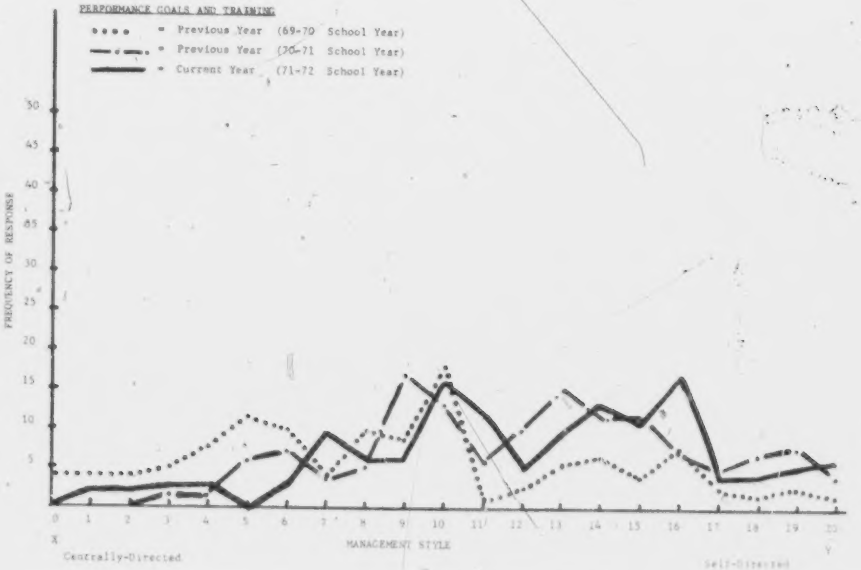


TABLE VIII

ORGANIZATIONAL CHARACTERISTIC:

PERFORMANCE GOALS AND TRAINING



Graphic Analysis

Leadership Processes

The Leadership Processes graph revealed a roughly, bell-shaped distribution of responses for the 1969-70 school year. Most principals seemed to feel that subordinates had a moderate amount of trust in superiors, and conversely, that superiors trusted and supported subordinates to a moderate degree.

Approximately six months after the appointment of the new Superintendent, there was a significant change in Principals' perception of leadership processes. The graph for the 1970-71 school year is skewed in the "Y" direction indicating that a substantial number of principals had begun to view the organization as displaying more trust, confidence, and supportive behavior. Principals felt free to discuss important things about their jobs with their immediate superior. They expressed a feeling that there was an emphasis on seeking subordinates' ideas prior to decision making.

The graph for the 1971-72 school year is similarly skewed to the right indicating that the climate of mutual trust and confidence was maintained during the second year of the Superintendent's humanistic management development program. There was, however, some feeling that superiors were spending less than a desirable amount of time seeking subordinates' ideas.

Motivational Forces

The Character of Motivational Forces graph for 1969-70 reflected generally positive motivation for implementing organizational goals. Principals seemed to have a favorable attitude toward implementing organizational goals, although they felt little involved in setting the goals.

Following six months experience with the new Superintendent's humanistic management style, many principals reported motivational forces stemming from group involvement in goal setting. The graph for the 1970-71 school year revealed a substantial amount of clumping of responses at the "Y" end of the scale. Fear of punishment was rarely checked as a motivational force; rather, the organization was perceived as encouraging participation in the management process. This included setting goals and appraising progress toward goals. There was also an expression of cooperative attitudes toward other members of the organization.

This feeling of organizational commitment to participative management was reflected in the 1971-72 study. The reported attitudes of a high level of commitment to organizational goals and trust in other members of the organization were more frequent in the second year of humanistic management.

Communication Processes

The graph depicting Character of Communication Processes covers upward, downward and sideward communication. In 1969-70 most principals felt communication was usually initiated at the top and that upward communication usually involved what superiors wanted to hear. Sideward communication was considered fairly accurate.

The 1970-71 school year was characterized by dramatic changes in communication patterns. Principals reported a great deal of communication aimed at organizational goals and perceived a willingness on the part of superiors to share information with subordinates. Downward communication was regarded as being either accepted or candidly questioned, while upward communication was considered adequate and accurate. Sideward communication was more frequently checked as good to excellent. Psychological closeness between superiors and subordinates was similarly seen as greatly increasing. There was a feeling that superiors knew and understood the problems faced by subordinates.

The number of reports of communication related to organizational goals and the reported feelings of psychological closeness between superiors and subordinates increased during the 1971-72 school year. There were also more frequent reports of excessive downward communication and fewer feelings of responsibility for initiating accurate upward communication.

Interaction-Influence Processes

The graph illustrating Character of Interaction-Influence Processes for 1969-70 reflected a feeling on the part of many principals that they had a moderate amount of influence over their own schools. The predominant feeling was that most influence was exerted vertically.

The new Superintendent's humanistic style is reflected in the 1970-71 graph. There were more frequent reports of friendly interaction and cooperative teamwork. Many more principals reported feeling that they could influence the goals and activities of their schools.

In 1971-72 these changes were maintained with some increased expression that horizontal influence between units was not effective.

Decision Making

An analysis of the data summarized in the graph for Decision Making Processes revealed many principals reporting that in 1969-70 the bulk of decisions were made at the top.

There is evidence that the new Superintendent succeeded in creating decentralized decision making in the 1970-71 school year. Many principals reported being fully involved in decisions related to their work. There was also a frequently reported feeling that involvement in decision making created motivation to carry out decisions.

The general agreement in 1970-71 that decisions were made at the best level in the organization changed significantly in 1971-72. In 1971-72 many principals reported that decisions were being made at higher levels than where most accurate and adequate information was available.

TABLE IX

STATISTICAL ANALYSIS OF ANNUAL CHANGES IN ORGANIZATIONAL CLIMATE IN SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

The table illustrates changes in principals' perception of organizational climate as measured by Likert's (1967) "Profile of Organizational Characteristics." The data were obtained from fifty-eight principals who rated organizational climate in three successive years beginning in the 1969-70 school year. Comparisons are made between the 1969-70 and 1970-71 school year and between the 1970-71 and 1971-72 school year. The statistically significant changes observed between the 1969-70 and 1970-71 school year were all toward more self-directed management. The single significant change between the 1970-71 and 1971-72 school year was toward more centrally-controlled management.

	SCHOOL YEARS COMPARED			
	69-70/70-71		70-71/71-72	
ORGANIZATIONAL CLIMATE CHARACTERISTIC	X^2 VALUE	SIG.	X^2 VALUE	SIG.
1. Leadership Processes Used	159.5	> .001	22.8	Not Sig.
2. Character of Motivational Forces	138.16	> .001	19.71	" "
3. Character of Communication Process	239.78	> .001	23.42	" "
4. Character of Interaction-Influence Process	145.62	> .001	16.97	" "
5. Character of Decision-Making Process	138.44	> .001	32.41	> .05
6. Character of Goal Setting or Ordering	74.18	> .001	25.87	Not Sig.
7. Character of Control Processes	92.50	> .001	25.10	" "
8. Performance Goals and Training	45.50	> .001	30.39	" "

This change in perception of the decision making process accounts for the only statistically significant change in organizational climate between the 1970-71 and 1971-72 school year.

Goal Setting

The graph which summarizes principals' perception of the Goal Setting Processes in 1969-70 revealed a feeling that goals were overtly accepted but sometimes covertly resisted.

The 1970-71 graph reflected a frequently expressed feeling that goals were usually established by group participation and that lower levels sometimes pressed for higher goals in top levels. This feeling regarding a lower level push for higher performance was frequently expressed in 1971-72.

Control Processes

The graph illustrating Character of Control Processes in the 1969-70 school year reflected principals' perception that most review and control functions were delegated downward. Also, there was apparently some informal organization present to partially resist the formal organization. Many principals reported the feeling that there was a tendency to protect self and colleagues by distorting information.

Following experiences with the new Educational Management System, principals reported a strong pressure to obtain correct and accurate information to guide their own behavior. It was their perception that all levels of the organization were concerned with quality control. There was a small but persistent group expressing informal resistance to the formal organization.

Performance Goals and Training

An analysis of the data contributing to the graph for Performance Goals and Training found many principals reporting that the new Superintendent was seeking to achieve extremely high goals. There was an increase each year in the number of principals reporting satisfaction with management training; however, only about ten percent reported receiving a great deal of "the kind of management training I desire."

Statistical Analysis

The principals' responses to Likert's (1967) "Profile of Organizational Climate" were analyzed with a chi-square technique. The response distributions reflecting perception of organizational climate in the 1969-70 school year were compared with the distribution reflecting perception of organizational climate in 1970-71. Similarly, the principals' perception of organizational climate in 1970-71 were compared with their perceptions in 1971-72.

The data as reported in Table IX revealed significant changes in organizational climate between the 1969-70 and 1970-71 school years. These changes were statistically significant beyond the .001 level for all characteristics of organizational climate included in the profile. The direction of change in all characteristics was toward the more self-directed and self-actualized organizational climate described by Douglas McGregor (1960).

The development and implementation of the Educational Management System was associated with significant changes in the leadership processes, motivational forces, communication processes, interaction-influence processes, decision making processes, control processes, and goal setting and training. The most dramatic changes were observed in the character of communication processes.

The data in Table IX reveals only one significant change in organizational climate between the 1970-71 and 1971-72 school years. This is attributed to an increased number of principals reporting too many decisions being made at top levels of the organization.

Summary and Conclusions

Large urban school districts can be humanistically managed. A deliberate effort to foster decentralized decision making and sharing of responsibility for program results has been associated with demonstrable changes in the organizational climate of the San Bernardino City Unified School District.

A new Superintendent, appointed by the Board in July, 1970, recognized that student needs vary from time-to-time and place-to-place, and that schools must rapidly adjust to these changing needs. He initiated development of an Educational Management System designed to help staff members systematically examine student needs and establish programs to meet these needs. The Educational Management System was designed to give staff members maximum flexibility in planning and implementing instructional programs. The programs were to focus on intended results and provide for reporting of actual results. The intent was to give staff members the freedom and the tools to be responsible for student learning.

Following Board commitment to developing and implementing systematic approaches to administration and instruction, the Superintendent stated his expectation that all staff members should participate in pilot testing the new techniques. An outline titled, "Seven Tentative Steps Toward a Humanistic System" was distributed for staff members to use in developing local applications. Inservice training and individual consultation regarding use of EMS was available to interested staff members. The first year all fifty-eight principals and approximately fifty percent of the District's teachers used the Educational Management System in practical settings. Feedback was provided regarding strengths and weaknesses of systems approaches in the classroom and at the school level. The second year participation was approximately the same, with considerable refinement of staff skill in planning, monitoring, and measuring of educational programs.

Application of the Educational Management System at the school and classroom level has been associated with changes in organizational climate as measured by Likert's (1967) "Profile of Organizational Characteristics." A chi-square analysis of annual changes in principals' perception of organizational climate has revealed statistically significant changes in leadership processes, character of motivational forces, character of communication processes, character of interaction-influences, character of decision making processes, character of goal setting or ordering, character of control processes, and performance goals and training.

An analysis of these changes revealed that principals perceived the decentralized organization as displaying more trust and confidence. They expressed a higher level of commitment to organizational goals and a feeling that they could influence goals and activities of their units. Involvement in decision making regarding their work enhanced principals' motivation to achieve both unit and District goals.

Principals reported more communication was aimed at program goals. There was a feeling of freedom to discuss things about their jobs with immediate supervisors and a conviction that supervisors were seeking their ideas prior to decision making. There was evidence of strong pressure throughout the organization to obtain accurate information to guide decision making.

The focus on intended program results, coupled with a desire to obtain accurate information regarding actual results, has made the organization more responsive to student needs. Results from the standardized test program indicate substantially more than a month of progress per month of instruction in poverty area schools. A criterion-referenced assessment program, currently being pilot tested, is providing additional information directly relevant to how well classroom, school and District programs are delivering intended results.

A staff committed to organizational goals and concerned with accurate information regarding program progress will have the motivation and flexibility to better serve student needs and adjust to a changing society.

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APPENDIX

CHANGES IN ORGANIZATIONAL CLIMATE ASSOCIATED WITH
DEVELOPMENT AND IMPLEMENTATION OF AN
EDUCATIONAL MANAGEMENT SYSTEM

PRINCIPAL'S EDUCATIONAL MANAGEMENT SYSTEM
FOR CYPRESS ELEMENTARY SCHOOL

1.0 Mission

To facilitate and promote the development of Cypress Elementary School's teacher-developed innovative instructional program.

2.0 Areas of Performance

Pupils- - - - - - - Counseling; provide for individualized differences; disciplinary referrals; student council; safety patrol; Glasser pupil circle; observing, identifying and placing to provide for adequate supervision and coordination.

Personnel - - - - - Appropriate utilization of staff talents; develop positive channels; develop Glasser teacher circle; establish EMS teams; economic and optimum use of teacher release time; availability of materials; total commitment to total innovative program; operate as one unit.

Parents and Community-Utilize resources to best advantage; to communicate staff purpose and parent involvement. Maintain active interest and participation in total educational program.

Plant - - - - - - - Utilize facilities to full advantage; i.e., library, cafetorium, playground areas and student resource center.

Program - - - - - - Implement innovative instructional program, updating and enhancing total endeavor to individualize instruction.

3.0 Key Results

3.1 Develop needs assessment program at Cypress School and improve instruction in areas of greatest need.

3.2 Children will show improvement in self-concept.

4.0 Performance Indicator

4.1 Teacher periodic survey

4.2 Teacher comments

5.0 Objective

5.1 Teachers of Cypress School will continuously improve their ability to adequately prepare for and efficiently meet the needs of Cypress students by June 1 as measured by each teacher graphing pre and post testing results; anecdotal records; and comments from faculty council regarding needed changes in instructional program.

5.2 Students will more positively value their self-image by June 1, 1972, as measured by a 25 percent increase on a specially constructed attitude scale. The scale will include measurements of attitudes toward the following:

5.2.1 Peer relationship

5.2.2 Academic work

5.2.3 Motor skills

5.2.4 Problem solving

6.0 Work Plan and Monitoring System

Review Cypress Proposal for Innovative Instructional Program.	Aug 26
Conference with Dr. Bonney to review staff's Proposal for Innovative Program.	Sep 1
Conference with nucleus of staff to formulate tentative plans for staff meeting and a schedule for substitutes for release time.	Sep 17
Staff administer diagnostic test to students to assess students' needs.	Sep 17-Oct 8
Staff discuss tentative plans for implementation of Cypress schedule for substitutes for release time and selected curriculum area EMS teams.	Sep 20
Teacher observations and conferences (minimum, one per week).	Oct thru Jun
Request drug abuse A.V. materials through Dr. Boring's Office.	Oct 4
Assist teams in formulating and finalizing EMS in Drug Abuse, Human Relations, Reading, Math and Health/P.E.	Oct 5 thru Mar 21

Principal's EMS, Cypress School

Coordinate organization of materials and physical environment for resource center.	Oct 11 thru Oct 18
Distribute tentative Drug Abuse and Human Relations EMS's to staff for review and reactions.	Oct 17 & 26
Discuss plans with parent action group.	Oct 27
Conference with reading and math teams to formulate plans for development of EMS.	Nov 2 thru 7
Assist human relations and drug abuse teams to finalize EMS.	Nov 1 thru 8
Present EMS for Drug Abuse and Human Relations to Cypress Parent Advisory Committee.	Nov 12
Distribute Human Relations and Drug Abuse EMS's to staff teachers.	Nov 15
Begin Glasser teacher circle in resource center to meet alternate Mondays through June.	Nov 15 thru June
Survey teachers at grade level to assess student needs for development of staff's reading objectives.	Nov 17
Tabulate results of survey	Nov 19
Conference with F. Passmore in regard to utilizing social studies approach to human relations objectives.	November
Distribute and review survey with staff and reestablish commitment and need for total staff involvement.	Nov 26
Conference with teachers to ascertain instructional progress and determine needs.	February
Conference with G. Lucas in regard to teachers(s) incompatible with staff's objectives and follow through on permitting them to submit a request for transfer.	February
Administer post test, record and utilize to reassess student needs.	May thru Jun
Staff evaluation of effectiveness of planning and Glasser teacher circle--submit recommendation for 1972-73.	June

Principal's EMS, Cypress School

7.0 Performance Review

7.1 Evaluate with staff implications of test results.

7.2 Establish priorities for 1972-73 with staff.

PACIFIC HIGH SCHOOL
HUMAN RELATIONS AND STAFF AWARENESS PROGRAM

1971-1972

I. MISSION:

To provide inservice programs at Pacific High School in order for teachers and other school personnel to develop better understandings of the unique problems of students from culturally and educationally deprived backgrounds as well as diverse ethnic cultures.

II. KEY RESULTS:

A. Develop learning situations and improved attitudes on the part of the staff that will help foster understanding of home difficulties, and hopefully, the elimination of racial prejudice which leads to discrimination and alienation of students.

B. To increase the awareness of the total staff concerning different behavior and unique problems of various ethnic groups.

C. Develop total staff awareness that all people, teachers, students, and community, must learn to live in a multi-racial and multi-ethnic world.

III. OBJECTIVES:

A. Provide the staff with knowledge and understanding of minority students.

B. Increase confidence and trust in school staff by the students.

C. Involvement of parents with teachers and students in the area of Human Relations in order to develop new patterns of thinking which will then be reflected in changing attitudes and behavior.

IV. WORK PLAN:

A. Total staff meeting to examine the Human Awareness Program and to receive suggestions for its successful implementation.

OCTOBER '71

THE IMPLEMENTATION OF THIS PROGRAM IS IN TWO DISTINCT PARTS:

1. The entire staff meeting together

2. Each department meeting separately within one week after the general meetings.

Human Relations and Staff Awareness Program,
Pacific High School

B.	Minority Culture Survey	NOVEMBER '71
C.	Minority Culture Survey	DECEMBER '71
D.	School Desegregation...How Real	JANUARY '72.
E.	The Relevance of the Kerner Commission Report for Secondary Schools	FEBRUARY '72
F.	"The High School" 16MM Film	MARCH '72
G.	Selected student panel on What's Wrong with Pacific High School	APRIL '72
H.	Open	MAY '72

Successful implementation of the Program will, in addition to regular after school faculty meetings, require a minimum of four one-half day sessions for the staff. Utilizing the minimum day, the one-half day session would commence with a luncheon at 12:00, and continue until 4:00 P.M.

Sierra Educational Management System
(School Objectives)

1.0 Mission

To make effective changes in the behavior and attitudes of Sierra students

2.0 Areas of Performance

Positive changes in student behavior and motivation will be made in the following areas:

2.1 An improved self-image

2.2 More positive attitude toward school and community

2.3 Improved peer and adult relationships

2.4 Increased motivation to make greater progress in school

3.0 Key Result Area

Improvement of student behavior and attitude in order to achieve a definite measure of success in school and the community

4.0 Performance Indicators for:

(KRA 3.1) An improvement of student behavior and attitude that will result in measurable progress in school

4.1 School constructed questionnaires and inventories in which students will demonstrate measurable changes in attitude toward school, community, peers, adults, and self.

4.2 School conducted surveys that will demonstrate measurable improvements in achievement at Sierra as to:

4.21 Increased productive credits

4.22 Number of students completing graduation requirements

4.23 Increased attendance

5.0 Statement of Objectives

5.1 Students will indicate an improved self-image and positive changes in attitude toward school, community, peers, and adults by May 15 as measured by:

5.11 A 50% increase in the number of positive responses on Form B as compared with Form A, a school prepared questionnaire and student inventory administered to students on October 11, 1971

5.12 A 60% closer relationship on Form B when compared with Form A as administered to "motivated" students at San Gorgonio High School, November, 1971

5.2 Students will indicate greater success in school by May 15 as measured by:

5.21 A 25% increase in the number of productive credits obtained by students attending Sierra 1971-72

5.22 A 15% increase in school ADA for 1971-72 as compared with school ADA for 1970-71

6.0 Work Plan and Monitoring System

6.1	Staff meeting to introduce and discuss 1971-72 Sierra program	September 9 - 10
6.2	Opening of school	September 13 - 24
6.21	Curriculum changes made in alternative courses in English, science, and history	
6.22	Greater freedom for students to select classes	
6.23	Recreation classes added	
6.24	Group counseling added to Sierra program	
6.25	Organizational changes in attendance procedure and counseling	
6.3	Write and prepare student questionnaire and inventory	September 25 - October 11
6.4	Administer student questionnaire and inventory materials (Form A)	October 12 - 16
6.5	End of first quarter	November 19
6.6	Administer student questionnaire and inventory materials to San Gorgonio High School students (Form A)	November 22
6.7	Analysis of student questionnaire and inventory materials	October 27 - December 17

6.8	Analysis of student progress by first quarter parent progress report	December 6 - January 22
6.9	Analyze fourth school attendance month ADA with 1970-71 ADA	December 17 - January 7, 1972
6.10	Adjustment of Sierra program for second semester based on analysis of student progress, survey, and questionnaires	January 22 - February 4
6.11	Staff meetings to discuss changes for second semester program at Sierra	February 1 - 4
6.12	End of first semester	February 4
6.13	Second semester program changes and student schedule adjustments	February 4 - 18
6.14	Administer student questionnaire and inventory materials (Form B)	April 18 - 21

7.0 Performance Review

7.1	Data accumulation and review by staff for 1972-73:	May - June
7.11	Curriculum changes	
7.12	New instructional programs	
7.13	Preparation of innovative idea requests	
7.2	Report to Superintendent	June

EDUCATIONAL MANAGEMENT SYSTEM
GOLDEN VALLEY JUNIOR HIGH SCHOOL

1.0 Mission

The effective management of Golden Valley Junior High School.

2.0 Performance Areas

2.1 Supervision of the instructional program

2.2 Staff utilization

2.3 Plant management

2.4 Public relations

2.5 Parent participation

2.6 Teacher evaluation

2.7 Budgeting

2.8 Staff inservice

2.9 Curriculum development

2.10 Supervision of co-curricular program

2.11 Special programs management

3.0 Key Result Area

To build and nurture more desirable relations between parents, students, staff, and administration at Golden Valley Junior High School

4.0 Performance Indicators

4.1 Regularly scheduled meetings of staff, principal's advisory, department chairmen, parent advisory, and principal's cabinet

4.2 Department presentation at second staff meeting each month

4.3 One classroom visit by principal to each permanent teacher with a review conference

4.4 Development of departmental objectives

4.5 Faculty involvement in determining discipline policy

4.6 Student involvement in determining discipline policy

4.7 Student involvement in planning extracurricular activities

4.8 Student involvement in PTA and parent group activities

4.9 Faculty involvement in PTA and parent group activities

4.10 Faculty involvement in plant management

4.11 Joint parent, faculty, student involvement in extracurricular activities

4.12 Principals participation on PTA board

5.0 Objective

The faculty of Golden Valley Junior High School will display a more positive attitude toward the school in the areas of student behavior, school organization and teaching conditions as measured by the staff evaluation (developed by the Glasser Committee 1970-71) as compared to their evaluation last year.

6.0 Work Plan

6.1	Re-organization of staff committees	Sep 15
6.2	Set up definite meeting dates for general staff, department chairmen, principal's cabinet, principal's advisory, parent advisory, and departmental presentations to general staff.	Nov 15
6.3	Departmental objectives completed	Nov 15
6.4	Staff constructed school objective for Golden Valley	Dec 1
6.5	Classroom visitation by principal to all permanent teachers with review conference	
6.6	From Time-to-Time -- principal's written report to the staff	Monthly
6.7	Two conference period seminars on Human Relations	January/May
6.8	Human Relations study group with Mr. DeWitt Adams	Nov 4
6.9	Second semester EMS from each teacher within parameter of departmental objectives	Feb 18
6.10	Department Chairmen budget meetings	Jan & Feb
6.11	Master schedule development	May 26
6.12	Staff evaluation	June 1
6.13	Performance Review	June 9